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attention to mathematics, but from his free general growth in an atmosphere, intellectual and social, which suits his nature."

"Every youth, boy or girl, even if able to earn some wages, needs to be retained under strong control until he has completed the first period of adolescence, i. e., until the age of eighteen or thereabouts." It seems clear that a regimen which deprives our youth, boys and girls, from any share in industrial or domestic toil goes counter to their natural instincts of social service and tends to unfit them for a proper understanding of the world. There are good statements in the book of the characteristics of the adolescent period and of the curriculum which meets its needs. There is also an excellent bibliography and index.

FRANK A. MANNY

BALTIMORE TEACHERS TRAINING SCHOOL

Lutheran Teacher-Training Series for the Sunday School. Book Two. *The Pupil and the Teacher.* By LUTHER A. WEIGLE. Philadelphia: The Lutheran Publication Society, 1911. Pp. 217. Paper, \$0.35; cloth, \$0.50.

This little volume will have a distinct interest for all who are seriously concerned with the problem of training Sunday-school teachers. It is an admirable text for training classes in the Sunday school, and should be of much value as a basis for a similar course in college or university.

Part I contains a series of eleven lessons on a well-balanced and clearly written account of mental development from childhood through adolescence, with special sections devoted to instinct, habit, will, etc.

Part II is devoted to methods of teaching (ten lessons). Here arguments for graded work are presented, suggestions as to lesson-planning, getting the pupil to work, utilization of the principles of apperception and attention, how to ask good questions, the class as a social institution, the spiritual goal, and Jesus, the ideal teacher.

The work abounds in excellent illustrations, and at the end of each lesson are suggestive questions for study and discussion.

The author naturally strives to state clearly old and accepted principles rather than anything new or speculative. His originality shows itself in the arrangement of the work and in the emphasis which he gives various points. It is difficult to imagine how the simpler principles of psychology and pedagogy could be presented more effectively.

IRVING KING

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The Culture of Religion. By EMIL CARL WILM. The Pilgrim Press. Pp. 201. \$0.75 net.

In this volume Professor Wilm gives a well-ordered and fairly comprehensive account of the various activities and agencies in home, school, and

church which contribute to the development of religious character in the young, and points out the main lines along which progress should be made. In method and language the book has not much freshness or originality, it is in fact somewhat academic in style, but it sets forth in concise and helpful fashion the essential elements of the great problem of religious education. The author's comments are always sensible and are often suggestive. The most important chapter is probably that on religion in the public schools, which tells clearly and keenly of the ways in which the public school may, without being sectarian, cultivate religious feeling and purpose.

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Synonyms, Antonyms and Associated Words. By LOUIS A. FLEMMING.
New York: Putnam, 1913. Pp. viii+619. \$1.25.

Mr. Flemming's idea in this alphabetical list of some fifteen thousand entries, each rarely of more than three lines, is rather that of a thesaurus than of a book of synonyms; he hopes to suggest the word that his consulter seeks. He presumes (p. iv) the possession of a dictionary, and therefore makes no attempt at definition and not enough at demarkation of senses (*imperative, impertinent*). Without a dictionary the mere string of related words which constitutes each entry must mislead untrained writers to indiscriminate use of the words suggested; yet the author hardly adds enough to the synonymy and definitions of *Webster* or the *Standard* to justify his work as a supplement. At best it may serve experienced writers as a handy desk companion—more convenient, if less informative, than March's *Thesaurus*.

The execution reveals imperfect instinct for the key-word: "abashment," "abnormity," "absquatulate," "mulligrubs," "puke," "savvy," may well be replaced by synonyms, but who will consult Mr. Flemming for substitutes? "Rabies" is listed, but not "hydrophobia." A system of cross-references would not only have saved a hundred pages and permitted logical sense divisions in each entry; it would have prevented numerous inconsistencies. Thus, "collect, v. assemble, accumulate." Why, then, should "assemble" be accorded six synonyms, not including "collect"? Why is "accumulate" not listed? On the same page "college" affords no list of similar institutions, such as "university," "gymnasium," "academy." Nor are these words listed; for them we must look under "school." To Mr. Flemming "college dress" suggests "academicals," but not "cap and gown"; "college student" suggests "collegian," but not "grind," "scholar," etc.

My experience as a teacher in composition leads me to believe that such a book is likely to promote variety, perhaps, but not exactness, of vocabulary.

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